

# Report of the Teacher Education Implementation Taskforce

January 2012



24/1/2012

Dear Minister

As Chair of the Teacher Education Implementation Taskforce I am pleased to submit to you the report of the taskforce's deliberations. I believe the proposed reforms outlined in the report have the potential to further enhance the quality of teaching in Queensland schools, and lead to improved student learning outcomes.

You established the taskforce to analyse 41 recommendations from the Review of Teacher Education and School Induction undertaken by Professor Brian Caldwell and Mr David Sutton in 2010. The taskforce was also charged with considering suggestions for improving the quality of the teaching of Science, Technology, Engineering and Mathematics (STEM) developed through the Higher Education Forum, monitoring the implementation of 24 recommendations from the review that were adopted by government in 2011, and providing advice on further action to address all recommendations and suggestions for STEM teaching.

I am pleased to advise that there was strong support for the general thrust of the review recommendations and STEM suggestions from all stakeholders represented on the taskforce. I can also advise that there was strong consensus on the proposed reforms from the same stakeholders.

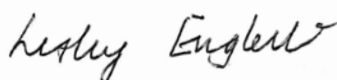
The taskforce was also charged to develop an implementation plan. A plan in the form of a timeline for implementing the proposed reforms together with estimated costs is provided in the appendices of the report. I should stress that this plan, particularly the estimated costs, is indicative and that further work might be required to develop a more extensive and accurate implementation plan. Nevertheless the plan provided represents a substantial starting point for this work.

The Taskforce has not wavered from the central focus of its charter, namely to identify practical and feasible systemic improvements to teacher preparation and school induction. Although additional resources will be required to implement the proposed reforms, taskforce members believe they are practical and feasible and will produce beginning teachers of high calibre.

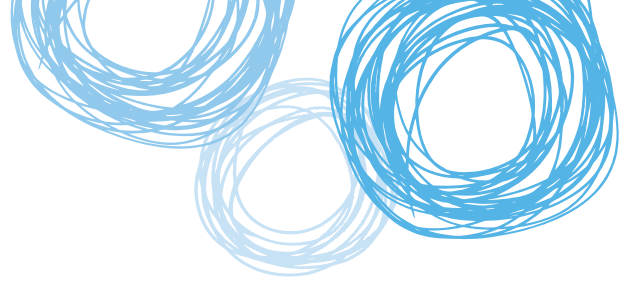
You will see from the report that while the taskforce endorsed the review recommendation of setting five-years of study as the standard for initial teacher education, it believes there is still potential for significant improvement using the existing standard based on four-years. Similarly, the taskforce endorsed the Review recommendation for improving the quality of teacher education outcomes by adopting an entry requirement of an OP 12 or better, but it believes there are other means for improving the quality of outcomes from initial teacher education courses, which are more equitable and do not impose higher standards for entry to those courses.

I commend the report and its proposed reforms to you and the Queensland Government. On a personal note I enjoyed the highly collaborative spirit that guided the taskforce in its work and I firmly believe the proposed reforms will boost the quality of teaching in Queensland schools and improve the future quality of life for young Queenslanders.

Yours sincerely



Lesley Englert  
Chair  
Teacher Education Implementation Taskforce



## Acknowledgements

As Chair I wish to express my deep appreciation to the members of the Teacher Education Implementation Taskforce for their time and expert advice in the development of this report. I would also like to acknowledge the advice and guidance given by smaller working groups convened on a needs basis throughout the term of the taskforce.

There is arguably no more important task than ensuring the quality of our teachers, as teachers touch everyone and are a strong influence in determining life outcomes. Taskforce members represented all key stakeholder organisations in the preparation of teachers in Queensland. The level of their commitment and collaboration in the deliberations of the taskforce was outstanding, and the level of agreement reached in determining the proposals offered in this report is all the more impressive given the complexity of the issues and the very short timeframe in which the taskforce was given to develop an implementation plan for the 65 recommendations from the Review of Teacher Education and School Induction.

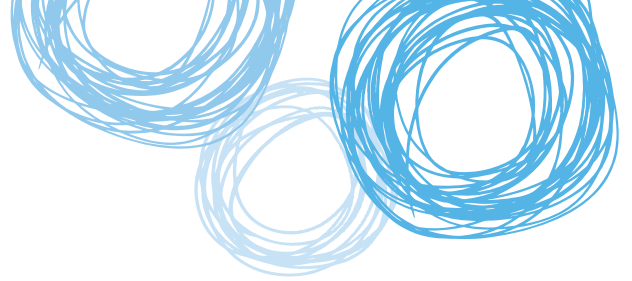
I particularly thank Ros Capeness, Senior Project Officer to the taskforce, who managed the meetings of the taskforce and made important contributions to the development and writing of this report and supporting documents. The cooperation and support of John Ryan, Director, Queensland College of Teachers (QCT) in releasing Ros for this role is greatly appreciated.

I am also grateful to Ian Kimber, then Greg Thurlow, Executive Director of the Office of Higher Education (OHE), Department of Education and Training, for providing helpful direction and support throughout, and the contribution of Alan Smith, Corporate Services Officer and other staff of the OHE.

Lesley Englert  
Chair – Teacher Education Implementation Taskforce

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## Background

A Review of Teacher Education and School Induction in Queensland schools (the review) was one of several projects undertaken in 2010 as part of the implementation plan of the Green Paper *A Flying Start for Queensland Children*. Its purpose was to review and report on how teachers are prepared for professional practice in Queensland and to provide timely advice for improving teacher preparation and induction into the profession.

The review leaders, Caldwell and Sutton, produced two reports and made a total of 65 recommendations for improving the preparation of teachers based on their research into international best-practice in the field of teacher education. These recommendations ranged across the following areas:

- strengthening admissions requirements;
- reviewing the level and duration of pre-service programs;
- strengthening the content of preparation programs with particular focus on areas such as behaviour management, special needs, engagement with parents and the community, Early Childhood, and Indigenous students;
- improving the quality of the practical experience pre-service teachers receive;
- improving the quality of school and teacher education institution (TEI) partnerships and personnel;
- improving the quality of induction to the profession including access to trained mentors; and
- strengthening evaluation practices to clearly show the preparedness of graduates for professional practice in terms of what they know and can do.

The government published its response to the review reports, supporting 24 recommendations for immediate implementation. As many of the remaining 41 recommendations required collaborative engagement of stakeholders, a Ministerial Teacher Education Implementation Taskforce was established to negotiate an agreed approach to implementation and to take into account alignment with national initiatives.

### Taskforce terms of reference

The Teacher Education Implementation Taskforce was charged to:

- analyse referred recommendations from the reports from the review;
- consult and work with education stakeholders – teacher employing authorities, teacher education institutions (TEIs), the Queensland College of Teachers (QCT), unions and other relevant bodies – about the development of proposals to address referred recommendations taking into account the intent of the review recommendations, emerging national developments, costs of proposals and the current/future context of education and the teaching workforce in Queensland;
- develop an implementation plan which is supported and able to be progressed by relevant stakeholders; and
- monitor the implementation of recommendations supported by the government for immediate adoption.

The taskforce was also able to establish sub-groups with the relevant expertise and authority and refer recommendations to them for advice on an as needs basis.

The taskforce will report to the Minister for Education and Industrial Relations by 31 December 2011.

Ms Lesley Englert, an acknowledged educational leader and former Assistant Director-General in the Department of Education and Training, was appointed to chair the taskforce (see Appendix A for full description of the taskforce composition).

## Context for taskforce discussions

### 1. Starting point for discussions

The 41 referred recommendations, based on the review's investigation of international best practice, were the starting point for discussions for the taskforce and set the parameters for developing an implementation plan. In its deliberations the taskforce was to take into account both the intent of the review recommendations and the current and future contexts of education and the teaching workforce in Queensland.

### 2. Integrated suite of recommendations

The review recommendations were designed as a highly interrelated suite of proposals intended to be implemented in a holistic way. Attempting to view recommendations as isolated entities proved to be problematic with some recommendations clearly not of the same importance individually. However, when combined each represents part of the solution in striving to produce a world-class teaching workforce over time.

### 3. Improving public perception of the profession

The taskforce considered public perceptions of the profession as a vital factor influencing its deliberations. It was particularly concerned with:

- how teaching is viewed and valued as a profession
- individual candidates' personal qualities and aspirations for wanting to teach
- workforce supply and demand.

Perceptions of the teaching profession varies according to an individual's experiences with schooling and the representation of the profession via the media. Everyone experiences what it is like to be taught and will have memories of the varying quality of the teachers they experienced over the course of their formal education. Since international research confirms that the biggest effect on student outcomes is the quality of teaching, it is this aspect of variance in quality that is fundamental to creating positive public perceptions, that is, the need to ensure a more consistent and high quality of teaching for all students.

Perceptions such as those below undermine public confidence in the quality of teachers and lead to a devaluing of the profession in general. Commonly held public perceptions include the following:

- there is a lack of consistently high standards for entry into teaching programs across institutions
- some/many who enter teacher education programs do so because they did not perform well enough to gain admission into their first preference courses
- graduates will have little difficulty in getting a job
- teaching is not a well-paid or rewarded occupation compared to other professions.


To transform teaching in Queensland into a world-class profession the taskforce agreed that one of the critical tasks is to disrupt the status quo of perceptions and thinking (both in the public domain and within the profession). The taskforce further agreed that changing the existing culture of teacher preparation was a crucial factor for achieving this outcome.

### 4. Alignment with national standards and accreditation processes

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) agreed to establish national accreditation of initial teacher education programs and endorsed the document *Accreditation of initial teacher education programs in Australia: Standards and Procedures* on 15 April 2011.

The establishment of the Australian Institute for Teaching and School Leadership (AITSL) and its role in coordinating national accreditation of teacher education programs will heavily influence teacher education in Queensland in the future. Where possible, relevant AITSL developments have been incorporated into the taskforce proposals.

In their review report Caldwell and Sutton made it clear that Queensland is well situated in the emerging national agenda and 'can make a major contribution to, if not lead the way, in current efforts by the



Australian Institute for Teaching and School Leadership to build a new framework for teacher education in Australia' (Caldwell & Sutton, 2010, p. xxii).

The review leaders acknowledged the state's long history of leadership in shaping teaching as a profession through the important roles and functions performed by the Queensland College of Teachers (QCT). In particular they highlighted the *Professional Standards for Queensland Teachers*, one of the first standards-based approaches to regulating the profession, and the application of those standards for approving and monitoring teacher education programs.

Caldwell and Sutton also acknowledged that recent development of national professional standards and initial teacher education accreditation processes by AITSL 'adds value to and builds on the strengths of jurisdictional accreditation experience, and the considerable expertise that exists in Australian teacher education' whilst also allowing the flexibility to emphasise the needs of local contexts in the preparation and support of teachers (*Accreditation of Initial Teacher Education Programs in Australia – Standards and Procedures*, April 2011, p. 2).

This flexibility is critical for Queensland, which has a significant number of rural and remote schools and large numbers of Indigenous students compared to other Australian jurisdictions. It will enable a focus on its unique context in the preparation of quality teachers and the implementation of the review recommendations specific to these issues in raising standards to build a world-class teacher workforce for Queensland.

## 5. Length of post-graduate programs

AITSL has approved a minimum standard of two years for all graduate teacher education programs to commence from 2013. Under these new accreditation guidelines graduate entry Primary and Secondary programs must comprise at least two years of full-time equivalent professional studies in education.

Full implementation of many of the review recommendations for strengthening teacher education program content will need to be considered in the light of this move to lengthen current one-year graduate entry programs. The taskforce proposals acknowledge that a one-year graduate program, particularly in the Primary area, is too short to adequately develop the essential knowledge and practical skills recommended by the review.

Teacher qualifications in Queensland are legislated through the *Education (Queensland College of Teachers) Act 2005* and the *Education (Queensland College of Teachers) Regulation 2005*. The Regulation currently states that graduate teacher education programs be 'at least 1 year of academic study' (s.1(b)). If the AITSL minimum standard for two years for graduate teachers is to be adopted by the Queensland Government, it will require amendments to the Act and Regulation.

## A Focus on improving quality

It was agreed that the suite of recommendations be approached from the overall stance of improving quality and that the 41 referred recommendations be regarded as highly interrelated focus areas that would integrate quality across the pre-service preparation and in-service professional development of teachers. These focus areas can be broadly described as:

- the quality of entry pathways into the profession;
- the quality of pre-service teacher education program content and delivery of these programs to reach the desired program outcomes; and
- the overall quality of the profession.

## Main issues identified currently affecting quality

The taskforce acknowledged that there is evidence of existing strong practice and many positive aspects of current teacher preparation but there was a lack of consistency in the quality of program delivery and outcomes. Taskforce discussions identified a number of issues and current practices that were felt to affect the full realisation of creating a world-class teacher workforce in Queensland. These included:

- the large numbers of pre-service teachers enrolled in teacher education courses and the impact this has on ensuring a consistent quality of practicum placement for all students;
- the lack of incentives to attract and support the best candidates into teaching to allow for both excellence and equity;

- the poor alignment in the delivery and assessment of program elements by TEIs and school partners
- the length of current graduate entry programs is inadequate to cover all essential aspects of preparation, especially in the Primary area
- the need to select and train suitable experienced mentor teachers to support pre-service and beginning teachers
- the selection and training of employer nominees with clinical expertise to advise on teacher education program approval panels and review committees
- the need for a common recording instrument for pre-service teachers to demonstrate what they know and can do against the professional standards
- no way to show consistency of judgment across programs in the assessment of pre-service teachers
- lack of incentives for in-service teachers to upgrade their qualifications to Masters level.

## Key drivers for improving quality

It was agreed that the two key drivers in seeking and achieving solutions to the range of identified issues were **strengthening current TEI/school partnerships** to include systems; and **better managing the number of pre-service teachers** entering initial teacher education programs and seeking employment upon graduation.

### Strengthening partnerships

An aspect of the new AITSL accreditation guidelines will require TEIs to explicitly outline the nature of their relationship with partner schools. The taskforce agreed that partnerships need to be strengthened and formalised to enable a better alignment between what aspects of the program the TEI delivers and what the school delivers. The roles and responsibilities of all partners need to be clearly articulated to reflect their shared responsibilities in ensuring the theoretical and practical components of the approved program are delivered and assessed as intended.

Strengthening partnerships so there is explicit and ongoing negotiation and collaboration around program delivery and outcomes will greatly improve the other key driver identified as impacting on quality, that is, the number of pre-service teachers enrolled in courses, and graduates looking for employment.

### Better management of pre-service teacher numbers

To practice as a teacher, students undertaking a teaching degree are required to complete a practicum component where they practise teaching in a school under the direct supervision and guidance of an appropriately qualified and experienced teacher. In order to graduate, pre-service teachers must satisfy all the requirements of their program, including the practicum requirements.

From 2012, the Commonwealth Government will introduce a student demand-driven funding policy for higher education places. This will end the current system of quotas for funded places. In general, the Commonwealth will fund universities for as many places offered to domestic students as they can fill from 2012 onward. With the uncapping of undergraduate tertiary places, it is important to factor in the impact this may have on pre-service teacher numbers and the demand for more practicum places.


Schools are a system's resource and as such the expectation by TEIs of their involvement in delivering the key practical aspects of teacher preparation needs to be carefully considered in the light of potentially increased numbers of pre-service teachers entering programs under the new policy.

## Taskforce response and proposals

### Quality Area 1: Entry into the profession

#### Ensuring access to teacher education programs is equitable

Although the focus of the review recommendations and Taskforce proposals is to attract the 'best and brightest' into teaching the taskforce also acknowledges the need for a fair system for entry into teacher education programs. For this reason, it has aligned pragmatic filters with key decision points throughout the duration of a proposed new pathway rather than a single entry point filter, for example, an Overall Position (OP) of 12 or better.



As a means of addressing the potential impact of the new Commonwealth demand-driven funding policy, as well as better managing the current numbers of pre-service teachers, **reducing the number of available practicum places** was agreed to be a first filter that will ensure both the number of available practicum places better match and reflect schools' capacity to offer experienced supervision and mentoring for pre-service teachers; and that the highest performing applicants are given preference into teacher education programs aligned to the number of available practicum places.

All pre-service teachers admitted into teacher education programs under these proposals would have access to school observations and regular practicum places. These practical experiences in the early stages of a program provide a valuable check of suitability for a teaching career. The taskforce considers this a more equitable way to encourage candidates with a range of attributes into the profession other than setting an OP12 or better for entry, particularly for regional TEIs.

### **Improved management of practicum placements for employers and TEIs**

The current number of practicum places offered annually in Queensland is estimated at over 11 000. Finding sufficient practicum places for all pre-service teachers is often a difficult task to manage for TEIs and schools. The problem of finding sufficient places can stretch the capacity of schools to provide a quality placement, which consequently impacts on the pre-service teacher's practicum experience.

Better management of practicum places made available to TEIs will help to ensure schools and their staff are not stretched beyond their capacity to offer quality practicum experiences and, importantly, enable employers to negotiate with TEIs how many places in particular teaching areas are needed to better match teacher supply and demand.

Statistics from the Commonwealth Department of Education, Employment and Workplace Relations (DEEWR) show 2969 initial teacher education completions from Queensland institutions in 2010. A further 1,145 completions from the Australian Catholic University is estimated to have provided a further 230 completions from its Brisbane campus.

In the same year, Education Queensland (EQ) employed approximately 760 graduate teachers permanently and roughly a further 1200 on long-term contracts (that is, 50 working days or more). Similar proportions with lower numbers are expected for the non-State sector. These figures suggest roughly one third of the 2010 graduates found permanent employment, one half gained long-term contracts and the remainder, up to 530, gained only short-term contracts or no employment.

Currently, EQ has registered more than 16 000 teachers seeking employment, although not all are looking for full-time work. It has unfilled or high demand for teaching specialists in mathematics and science, Early Childhood Education, and Special Education, but over 12 000 Primary teachers seeking work.

These figures indicate a significant oversupply of teacher graduates looking for limited employment opportunities. It also suggests there are more potential graduates than employment opportunities in the pipeline. Better management of the number of practicum places based on employment demands would go some way towards addressing the oversupply of graduates and the growing intake into initial pre-service programs. It would also help to address false hopes of employment commonly perceived by prospective teachers and the public.

The proposed strategy is that State and non-State employing authorities will determine the number of places available for their respective sectors taking into consideration anticipated demand for permanent, part-time and casual vacancies (particularly for specialist teachers) and advising TEIs annually of the quota. The collation of numbers of available practicums and advice to TEIs will be managed centrally by the Department of Education and Training (DET) on behalf of all sectors. Ongoing consultations will also need to be held with TEIs seeking their cooperation with strategies to address the over supply of teachers in some areas (Primary) and the shortfall of teachers in other specialised areas (e.g. maths and science).

TEIs would then set appropriate quotas with the Queensland Tertiary Admissions Centre in line with the negotiated number of allocated practicum placements. Prospective students will be advised that practicum placements will be limited and securing a placement depends on successful progress to ensure offers into courses are not based on false hope.

## **A new pathway through enhanced practicum and enhanced induction**

The second step in ensuring quality graduates will occur at the mid-point of a program. A pre-service teacher assessed as failing or having difficulties at the mid-point of a program would then have to decide whether to take remedial action if still wanting to be a registered teacher, or choose an alternative career in education or another discipline. TElS are expected to provide other options for students in these circumstances.

All pre-service teachers who continue in their program after mid-point assessments will be offered practicum places as part of their approved program. However, a subset of these practicum places will be offered as 'enhanced' practicums, where the pre-service teacher will have access to an experienced mentor teacher specially trained in clinical supervision. Regular practicums with experienced supervising teachers will continue for all other pre-service students who have passed the mid-point assessment.

The features of the enhanced pathway initiative include:

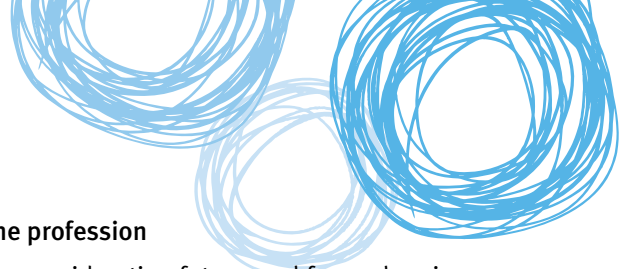
- The number of enhanced practicums offered will be determined by the number of trained clinical mentors available each year. Selection for an enhanced practicum will be on merit based criteria including academic achievement, previous practicum assessments and a 'running record' of demonstrated essential clinical skills.
- It is envisaged that students will have the opportunity to transfer between regular and enhanced practicum places, based on their continued successful performance throughout the course. Selection for an enhanced final practicum will also include an offer of an enhanced internship, where available, with a clinical mentor.
- Employment would not be guaranteed by the new pathway. However, pre-service teachers who satisfactorily complete an enhanced final practicum placement (and internship when available) would be given preference for an employment interview and, provided registration requirements were also satisfied, preference for employment.
- Those employed would then be given preference to the enhanced induction program. These beginning teachers will be given access to a trained clinical mentor for approximately 2.5 hours per week in the first year.
- Those who satisfactorily complete a regular final practicum placement would also be eligible but not guaranteed of an employment interview. Similarly, if they satisfy registration requirements, they would also be eligible for employment but not guaranteed preference and they too would be eligible for selection into the enhanced induction program, but again not guaranteed preference.
- All beginning teachers will still undertake an induction process in their schools as part of the requirements for moving from provisional to full registration.

In addition, State and non-State employers, in collaboration with other key stakeholders such as parent groups, will develop online induction resources (e.g. podcasts) with key messages about structures, culture and expectations at their schools and/or within their system. These will be able to be accessed by all pre-service teachers prior to practicum placements and employment and act as a foundation to local induction into a specific school site.

The new pathway will trial opportunities for highly performing pre-service teachers to have both enhanced practicum experiences prior to employment and an enhanced induction program after employment commences, based on the recommendations of best-practice from the review. It is envisaged that those teachers prepared via the regular pathway will also experience a higher quality of preparation from the better management of practicum place numbers aligned to the capacity of schools to offer quality supervision.

Employer incentives via interviews and enhanced induction programs for high achieving beginning teachers would assist in ensuring high-demand areas of teaching were targeted. This would also enable a cost-effective means of offering targeted quality support and opportunities for inductees' clinical mentors to undertake professional development during their release time from classroom duties.

Whilst acknowledging the importance of the review recommendation for a 0.8 teaching load for beginning teachers, the cost was considered prohibitive and other effective alternatives were proposed. As an initial strategy it was agreed that a coaching model where clinical mentors assigned to inductees in an enhanced induction receive special training for their role and release time of approximately 2.5 hours per week to support inductees in their classrooms.



### **Summary of proposed strategies for Quality Area 1: Entry into the profession**

- E1. Intake process into teacher education programs to take into consideration future workforce planning where employers determine the number of practicum places to be made available by systems and schools based on available capacity for a quality placement and estimated employment demand. TEIs informed annually of the number of practicum places available for following years.
- E2. A subset of the total number of practicum places will provide an enhanced practicum each involving a leading practitioner specially trained as a clinical mentor. TEIs informed annually of the number of enhanced practicum places available for following years.
- E3. Selection for an enhanced practicum will be based on a range of filters including academic achievement, previous practicum assessments and a ‘running record’ of essential theoretical knowledge and associated demonstrated clinical skills.
- E4. For the final practicum, an enhanced practicum will be followed by an internship where possible. Those who have successfully completed an enhanced final practicum (and internship where offered) will be given preference for an interview of employment, and if employed, preference for selection into the enhanced induction program.
- E5. An enhanced induction program will involve access to a specially trained clinical mentor during the inductee’s first year.
- E6. Systems and stakeholders to develop online induction resources with key messages about structures, system’s culture and expectations (e.g. podcasts).

### **Quality Area 2: Enhancing the quality of program delivery and outcomes**

Partners in the preparation of teachers need to take a more strategic view in the nomination and selection of clinicians with demonstrable skills to work across school and TEI settings. Currently there is no mechanism to guarantee that the right people are undertaking this important role. For example, classroom skills need to be practised in the TEI setting before pre-service teachers experience their practicum so that they have the opportunity to receive feedback from appropriately skilled staff in a supported environment. System and school partners would identify a pool of staff with the clinical expertise and currency from which TEIs could draw as clinical advisors.

Industry partners need to have a more formal and strategic understanding of the roles their nominees play on teacher education program accreditation and review panels to ensure that employer perspectives are taken into account in these processes. These nominees also need to be trained in program approval processes to enable better participation in their role.

A tracking tool needs to be developed to be used by the pre-service teacher that provides a running record to show evidence that they have successfully engaged with all aspects of their approved program. The running record can be used to demonstrate a pre-service teacher’s overall experiences when seeking employment and could also be used by institutions and employers in talent identification of candidates for specialist areas of teaching in the final year of their program.

Developing a common practicum report will greatly assist in reporting on students from different programs as well as in ascertaining the consistency and reliability of assessment judgments by academic and school staff across programs and institutions. It was agreed that a common practicum report should be developed that assists in tracking and recording evidence that all the theoretical and practical aspects of the approved program have been delivered, practiced and assessed against the professional standards in both the TEI and school settings. This common practicum report should also have the capacity to capture the reflective nature of teachers’ work.

TEIs will work together to develop cooperative approaches to assessment, monitoring and reporting, to increase quality and consistency. This will include the development of a common format for practicum reports, with assessment practices based on authentic assessment principles and a ‘running record’ of essential demonstrable clinical skills that can be updated by student teachers as they progress through their programs and verified by institutions. They will also undertake cooperative moderation processes, to build greater consistency of assessment judgements.

In response to one of the review recommendations for immediate implementation, the QCT recently commissioned research that investigated best practice in the gathering of evidence-based assessment of graduating teachers. This report has been submitted and will be developed into a second research stage in partnership with AITSL to further develop collaborative assessment and moderation processes that will assist TEIs to moderate across programs to test the reliability and validity of their assessment items and judgments of student work.

Differences were identified between graduate entry and undergraduate programs in the way in which the recommendations would be able to be addressed and implemented in terms of strengthening program content in areas such as behaviour management, special needs and literacy, numeracy and science. Some TEIs indicated the recommendations could not be addressed within current one-year graduate programs, especially in Primary programs. Full implementation of many of the recommendations for strengthening teacher education programs also requires implementation of the proposed move to longer graduate programs.

### **Summary of proposals for Quality Area 2: Enhancing the quality of program delivery and outcomes**

- Q1. Pool of leading practitioners identified to provide clinical advice to TEI's teacher education programs.
- Q2. Specialised training of nominees on QCT program approval panels and internal reviews of teacher education programs.
- Q3. Running record of essential demonstrable clinical skills updated by pre-service teachers and verified by institutions.
- Q4. Collaborative moderation processes developed across TEIs to ensure consistency of assessment judgments based on authentic assessment principles.
- Q5. Common practicum report format to assist schools in reporting on pre-service teachers from different TEI programs.
- Q6. Incorporation of AITSL initiatives.
- Q7. Graduate entry course increased to two years or the full-time equivalent.

### **Quality Area 3: Overall quality of the profession**

Both clinical advisors and clinical mentors will be offered incentives and support to take up these roles, including release time, training, and possible credits towards higher level qualifications. TEIs will be expected to offer incentives to advisors and mentors to assist with their training or professional development, such as credit towards a higher degree.

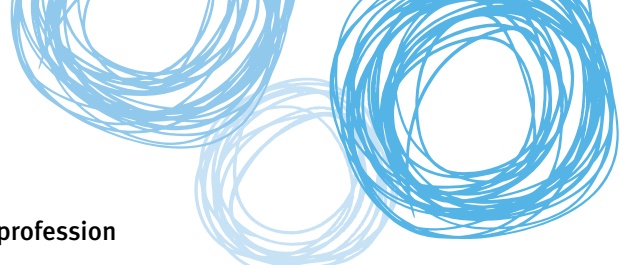
A Masters qualification is to be encouraged and supported as an in-service attainment as opposed to part of a five year pre-service preparation. Gaining a Masters qualification after rather than before teaching experience was agreed to be more beneficial to the individual teacher and profession and would assist in building a collaborative and collegial in-service research culture based on improving, and finding solutions to, school-specific issues.

It is proposed that employing authorities consider offering incentives such as salary increases, release time and promotional opportunities to encourage completion of a Masters level qualification after a period of teaching experience (minimum one year).

It is further proposed that current payment of supervising practicum teachers could be pooled into a professional development fund for use at the school level. The decision to pool funds will be at the discretion of supervising teachers.

The implementation of the review recommendations requires a communication strategy that gives a clear message about the continuing commitment by all stakeholders to acknowledge shared responsibility and support for the quality preparation of teachers in Queensland.

DET, together with stakeholders, will develop a public communication strategy outlining enhancements to teacher education and emphasising teaching as an aspiration for high-achieving graduates.



### **Summary of proposals for Quality Area 3: Overall quality of the profession**

01. Systems incentives (salary plus other) to encourage completion of Masters after a period of teaching experience (minimum one year).
02. Current payment of supervising teachers to be optionally pooled, at the discretion of teachers, into a professional development fund for use at the school level.
03. TEIs to offer incentives to mentor teachers to assist with their training or professional development towards a higher degree.
04. Develop a public communication strategy.

### **Implementation plan**

The taskforce endorsed the review's intent for a graduated and supported approach spanning pre-service education and induction as necessary for a significant improvement to quality. The Taskforce further acknowledges that this support needs to be sustained throughout the full career of a teacher to enhance the public standing of the profession and should be approached systemically rather than relying on sectoral or local arrangements. It therefore proposes implementation across all schooling sectors.

Timelines for implementing the proposals involve preparation in 2012, a trial operating from 2013 to 2016, and evaluation of the trial by the end of 2016. Evaluation findings will inform consideration of the possible expansion of access to the enhanced induction program for all beginning teachers from 2017.

The taskforce proposals endorse the review findings that improving the quality of teaching is a significant factor in improving student learning outcomes. However, the proposals focus on improving the quality of existing pathways rather than raising the entry standard to a Masters degree or five-year equivalent as proposed by the review.

The taskforce proposals provide a more sustainable and responsive approach to lifting the quality of teacher education programs and maintaining an appropriate supply of competent beginning teachers. The proposals address the need to lift teaching standards in specialised areas such as STEM by aligning the number of practicum places and enhanced inductions, with employment demands in these areas. They also aim to lift the quality of practicum and induction programs by ensuring places are only made available where a quality experience can be provided and by requiring high standards for selection into practicum and induction places.

It is also envisaged that 'parallel programs' providing alternative pathways into teaching, for example, to address shortages in particular teaching specialisations or difficulties in filling positions in rural or remote locations, will continue to operate as required.

Links with Teacher Education Centres for Excellence (TECE) are encouraged where possible. However, the taskforce considers that the systemic changes proposed should not rely on the future of TECE given their dependence on Australian Government funding.

Implementation of the proposals is suggested to begin in 2012 with the trial of the managed practicum placements and enhanced pathway operating from the start of 2013 until the end of 2016. This would enable time for necessary preparations for the trial, including sufficient lead time for TEIs, and allow time for raising public awareness of the proposed changes and their likely impacts. A diagram showing the timing of the major components of the proposals is provided as Appendix B.

### **Indicative costs of proposals**

A detailed analysis of indicative costs associated with the proposals is provided as Appendix C.

The appendix shows preparation costs of \$1.68 million in 2012, with operational costs of \$8.31 million in 2014 rising to \$9.76 million in 2016.

## **Cross-reference to the 41 referred review recommendations and STEM suggestions**

Details of the review recommendations and the STEM suggestions together with how they are addressed by the taskforce proposals are provided as Appendix D. Of the 41 recommendations referred to the taskforce:

- twenty-six are addressed by the taskforce proposals
- ten are not specifically addressed by the taskforce proposals as these recommendations mainly involved particular stakeholders and should be determined at their discretion where relevant, and
- five have been addressed in an alternative manner by the taskforce proposals usually with a similar intent.

Consequently two of the STEM suggestions are addressed by the taskforce proposals, four are not specifically addressed but could be adopted by particular stakeholders and two are addressed in an alternative manner by the taskforce proposals with a similar intent.

TEIs for example, would retain the prerogative to determine the number of degrees they offer, or determine in what ways they might agree to share resources and course offerings for the training of teachers in low incidence or specialised areas of special needs education.

## **Monitoring of the 24 recommendations for immediate implementation**

The taskforce received reports from the QCT and DET Human Resources outlining progress to date on the recommendations endorsed by the government for immediate implementation.

The QCT was assigned responsibility for 16 recommendations and took the following actions:

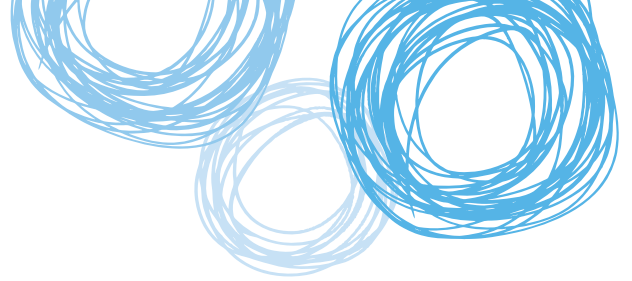
- strengthened its requirements for pre-service teacher education by embedding the recommendations in the QCT's *Program Approval Guidelines*;
- determined to what extent current programs meet these recommendations and identified areas for strengthening through a mapping exercise with TEIs;
- set timelines that require the new requirements to be met immediately for all new programs and for existing programs by their usual time for review;
- established a process to guide program approval panels to ensure the intent of the recommendations is met when approving or reviewing programs; and
- commissioned and funded a research project to investigate best practice in evidence-based assessment of graduating pre-service teachers against professional standards. This will provide a platform for further work in partnership with AITSL in the area of assessment and moderation that will promote confidence in the quality of graduate teachers.

A table summarising progress is provided as Appendix E. In general, the details show implementation is near completion with further work still required in some cases.

## **References**

Accreditation of Initial Teacher Education Programs in Australia – Standards and Procedures (2011, April). Australian Institute for Teaching and School Leadership. Retrieved 6 June, 2011, from [http://www.aitsl.edu.au/verve/\\_resources/Accreditation\\_of\\_initial\\_teacher\\_education.pdf](http://www.aitsl.edu.au/verve/_resources/Accreditation_of_initial_teacher_education.pdf)

Caldwell, B. & Sutton, D. (2010). *Review of Teacher Education and School Induction-First Report*. Queensland Department of Education and Training.



# Appendix A

## Teacher Education Implementation Taskforce Terms of reference and composition

### Terms of reference

1. The Teacher Education Implementation Taskforce will:
  - analyse referred recommendations from the reports from the review of teacher education and school induction;
  - consult and work with education stakeholders – teacher employing authorities, teacher education institutions, the Queensland College of Teachers, unions and other relevant bodies – about the development of proposals to address referred recommendations taking into account the intent of the review recommendations, emerging national developments, costs of proposals and the current/future context of education and the teaching workforce in Queensland;
  - develop an implementation plan which is supported and able to be progressed by relevant stakeholders; and
  - monitor the implementation of recommendations supported by the government for immediate adoption.
2. The taskforce may establish sub-groups and refer relevant recommendations to them, ensuring sub-groups have the expertise and authority to conduct negotiations with stakeholders and undertake further costing.
3. The taskforce will report to the Minister for Education and Industrial Relations by 31 December 2011.

### Composition

1. Taskforce Chair – Ms Lesley Englert
2. Stakeholder representatives
  - Teacher employing authorities
    - Ms Lyn McKenzie – Education Queensland;
    - Mr John Percy – Queensland Catholic Education Commission; and
    - Mr Mark Newham – Independent Schools Queensland
  - Deans of Education Forum representing Queensland teacher education institutions
    - Professor Helen Huntly
  - Teacher unions
    - Mr Steve Ryan – Queensland Teachers’ Union; and
    - Ms Miriam Dunn – Queensland Independent Education Union
  - Queensland College of Teachers
    - Mr John Ryan
  - Queensland Indigenous Education Consultative Committee
    - Ms Gina Archer
  - Higher Education Forum representing Vice-Chancellors
    - Professor Deborah Terry

### Proposals from the Higher Education Forum STEM Working Group

At the March 2011 meeting of the Higher Education Forum it was endorsed to forward the STEM strategies to the Teacher Education Implementation Taskforce for inclusion in their work.

### STEM (Science, Technology, Engineering and Mathematics)

STEM – 1 – Teaching is recognised as a graduate profession and that registration for beginning teachers be conditional on completion of a five-year program of pre-service education and two years of a formal induction program.

STEM – 2 – Supports the notion that five-year programs for pre-service teacher education generally be of two kinds, either (1) a bachelor’s degree followed by two years of a post graduate study in teaching or equivalent degree or (2) a double degree that combines studies in particular disciplines and studies in education.

STEM – 3 – Entry into a bachelor of education degree or double/combined degree be on the basis of an OP score of 12 or better. In exceptional circumstances a lower OP score may be accepted on the basis of demonstrated capacity/potential, including interviews and in some instances performance (e.g. QCE results in STEM subjects).

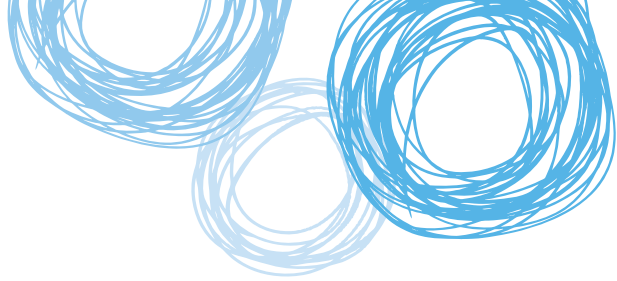
STEM – 4 – Every university that offers pre-service teacher education have a partnership with one or more schools that are the education equivalent of teaching hospitals and partnerships between universities and schools extend to research and professional development.

STEM – 5 – All students will have successfully completed in their studies for the Queensland Certificate of Education at least one subject in each of English, mathematics and science, with an exception for science in the case of those who plan to teach non-science subjects at the Secondary level.

STEM – 6 – All students preparing to teach in Primary schools undertake studies in evidence-based approaches to teaching literacy and numeracy that give substantial weight to explicit teaching.

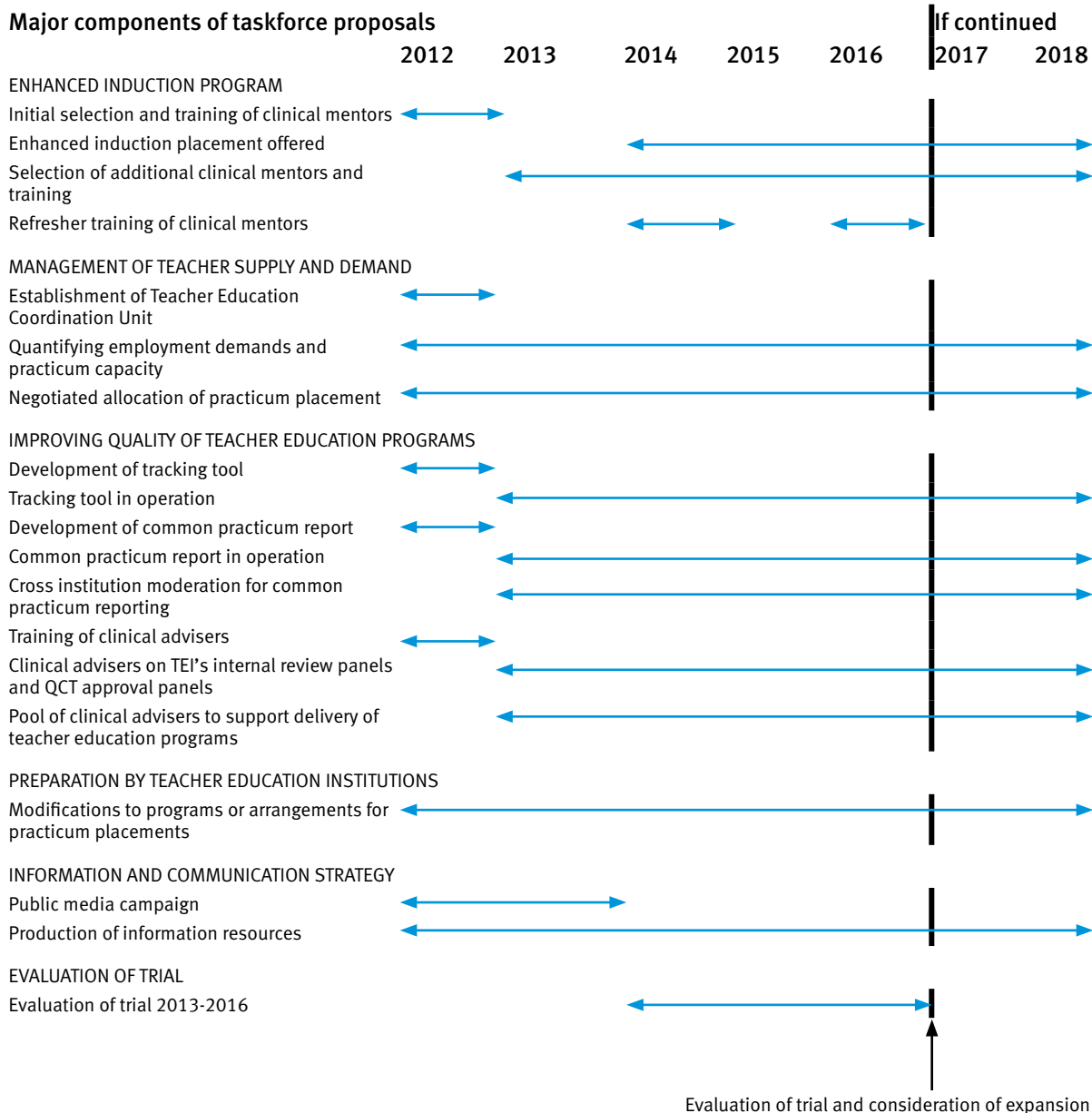
STEM – 7 – All students preparing to teach in Primary schools undertake at least one discipline-based study in another faculty or school.

STEM – 8 – All students preparing to teach in Secondary schools undertake discipline-based studies in faculties or schools other than faculties or schools of education.



# Appendix B

## Implementation timeline for taskforce proposals



## Flowchart of cohorts through employment-based pathway\*

	2013	2014	2015	2016
<b>Graduate programs</b>				
1st cohort	enhanced practicum	enhanced induction	2nd year of teaching	3rd year of teaching
2nd cohort		enhanced practicum	enhanced induction	2nd year of teaching
3rd cohort			enhanced practicum	enhanced induction
4th cohort				enhanced practicum
<b>Undergraduate programs</b>				
1st cohort	3rd year students – enhanced practicum	4th year students – enhanced practicum	1st year of teaching – enhanced induction	2nd year of teaching
2nd cohort		3rd year students – enhanced practicum	4th year students – enhanced practicum	1st year of teaching – enhanced induction
3rd cohort			3rd year students – enhanced practicum	4th year students – enhanced practicum
4th cohort				3rd year students – enhanced practicum

\* Note – Preparation for operation of the pathway starts in 2012 including selection and training of clinical mentors.

## Appendix C

### Estimate of costs for implementing taskforce proposals

Major Components of Taskforce Proposals							
Summary of Costs							
	2012	2013	2014	2015	2016	2017	2018
Enhanced induction program	\$942,995	\$942,995	\$7,944,421	\$8,563,815	\$9,216,114	\$9,823,183	\$10,462,501
Enhancing quality of pre-service courses	\$72,720	\$ -	\$36,360	\$ -	\$36,360	\$ -	\$36,360
Centralised coordination of projects across systems and schools							
–Teacher education coordination unit	\$304,684	\$304,684	\$304,684	\$304,684	\$304,684	\$304,684	\$304,684
–Practicum placements project	\$123,823	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
–Common practicum report project	\$105,623	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
–Tracking tool project	\$105,623	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
–Evaluation of trial	\$ -	\$ -	\$ -	\$200,000	\$200,000	\$ -	\$ -
Production of online information resources	\$25,000	\$25,000	\$25,000	\$25,000	\$ -	\$ -	\$ -
Communication strategy	#	#	#	#	#	#	#
Total	\$1,680,468	\$1,272,679	\$8,310,465	\$9,093,499	\$9,757,158	\$10,127,867	\$10,803,545

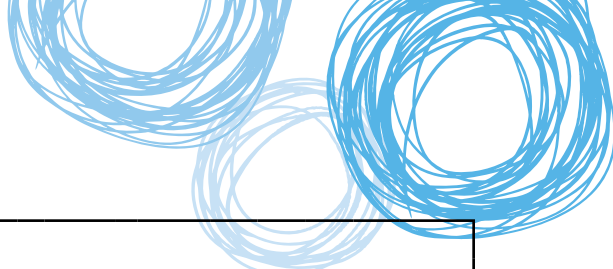
#Costs for a communication strategy have not been estimated. It is anticipated that public awareness of the reforms could be included in the broader communication strategy for the Flying Start Initiatives.

### Enhanced induction program

Cost of TRS/hour	77.20
Number of clinical mentors	500
Number of inductees/clinical mentor	2
TRS for clinical mentor (hrs/week)	2.5
TRS for clinical mentor (weeks)	36
Cost of beginner clinical mentor training	\$3,000
TRS for Clinical Mentor while initial training (2 days)	10
TRS for clinical mentor while refresh training (1 days)	5
Additional clinical mentors/year	50
Cost of refresher training	\$500
Attrition of clinical mentors	0.01
Number of practicums/clinical mentors	1.5

### Cost of training/maintaining clinical mentors

	2012	2013	2014	2015	2016	2017	2018
Clinical mentors	250	248	245	243	240	238	235
Clinical mentors (additional) - 2013	0	250	248	245	243	240	238
Clinical mentors (additional) - 2014	0	0	50	50	49	49	48
Clinical mentors (additional) - 2015	0	0		50	50	49	49
Clinical mentors (additional) - 2016	0	0			50	50	49
Clinical mentors (additional) - 2017	0	0				50	50
Clinical mentors (additional) - 2018	0	0					50
<b>Total clinical mentors available a year</b>	<b>250</b>	<b>498</b>	<b>543</b>	<b>587</b>	<b>631</b>	<b>675</b>	<b>718</b>
<b>Number of inductees</b>		<b>995</b>	<b>1085</b>	<b>1174</b>	<b>1262</b>	<b>1350</b>	<b>1436</b>
Training – full	\$750,000	\$750,000	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
Training – refresh	\$ –	\$ –	\$122,513	\$122,513	\$144,577	\$144,577	\$166,202
TRS for clinical mentor while beginning training	\$192,995	\$192,995	\$38,599	\$38,599	\$38,599	\$38,599	\$38,599
TRS for clinical mentor while refresh training	\$ –	\$ –	\$94,577	\$94,577	\$111,611	\$111,611	\$128,305
TRS for clinical mentor for induction program	\$ –	\$ –	\$7,538,732	\$8,158,127	\$8,771,328	\$9,378,396	\$9,979,394
<b>Total</b>	<b>\$942,995</b>	<b>\$942,995</b>	<b>\$7,944,421</b>	<b>\$8,563,815</b>	<b>\$9,216,114</b>	<b>\$9,823,183</b>	<b>\$10,462,501</b>
Training – full	Blue clinical mentor numbers: x \$3000						
Training – refresh	Yellow clinical mentor numbers: x \$500						
TRS for clinical mentor while beginning training	Blue clinical mentor numbers: x \$77.20 x 10 hours						
TRS for clinical mentor while refresh training	Total yellow clinical mentor numbers x \$77.20 x 5 hours (1 day)						
TRS for clinical mentor for induction program	Total clinical mentors available x 2.5 hours a week x 36 weeks x 2 inductees x \$77.20						
<b>Preferred practicum opportunities</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Clinical mentors	250	498	543	587	631	675	718
Practicum placements		746	814	881	947	1012	1077
Clinical mentor	Total clinical mentors available a year						
Practicum placements	Total clinical mentors available a year x 1.5 placements						



### Enhancing quality of pre-service courses

Cost of TRS/hour	77.20
Number of employer nominee trainees	20
Cost of employer nominee training	\$3,000
TRS for employer nominees while training	5
Additional employer nominees/ 2 years	10
Attrition of employer nominees (lose 10 every 2nd year)	0.25
Travel expenses for employer nominee training	\$250

### Strengthening stakeholder partnerships for quality program delivery

Strategic selection and specialised training of employer nominees to program accreditation and review panels to ensure employer expectations are taken into account in the decision and review of programs.

	2012	2013	2014	2015	2016	2017	2018
Employer nominees	20	20	10	20	10	20	10
Employer nominees (additional) – 2014	0	0	10	0	0	0	0
Employer nominees (additional) – 2016	0	0	0	0	10	0	0
Employer nominees (additional) – 2018	0	0	0	0	0	0	10
<b>Total employer nominees available a year</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>
Training of employer nominees	\$60,000	\$ –	\$30,000	\$ –	\$30,000	\$ –	\$30,000
TRS for employer nominees	\$7,720	\$ –	\$3,860	\$ –	\$3,860	\$ –	\$3,860
Travel	\$5,000		\$2,500		\$2,500		\$2,500
<b>Total</b>	<b>\$72,720</b>	<b>\$ –</b>	<b>\$36,360</b>	<b>\$ –</b>	<b>\$36,360</b>	<b>\$ –</b>	<b>\$36,360</b>

### Centralised coordination of projects across systems and schools

Management of projects:

Salary costs:

AO8 127560

AO6 103823

AO3 67901

Non-salary (\$1800/FTE) 1800

Teacher education coordination unit:	2012	2013	2014	2015	2016	2017	2018
– Salary AO8	\$127,560						
– Salary AO6	\$103,823						
– Salary AO3	\$67,901						
Non-salary costs	\$5,400						
<b>Total for TECU</b>	<b>\$304,684</b>	<b>\$304,684</b>	<b>\$304,684</b>	<b>\$304,684</b>	<b>\$304,684</b>	<b>\$304,684</b>	<b>\$304,684</b>

Practicum placements project:	2012	2013	2014	2015	2016	2017	2018
– Salary AO6	\$103,823						
– Non salary costs	\$20,000						
<b>Total for PPP</b>	<b>\$123,823</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>

Common practicum report project:	2012	2013	2014	2015	2016	2017	2018
– Salary AO6	\$103,823						
– Non salary costs	\$1,800						
<b>Total for CPRP</b>	<b>\$105,623</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>

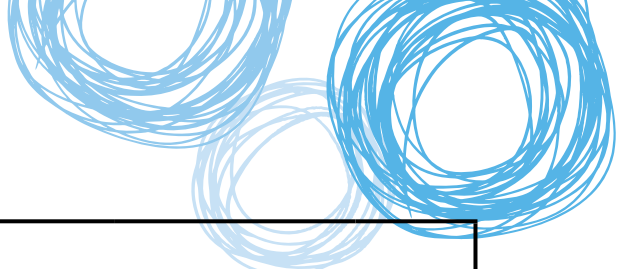
Tracking tool project:	2012	2013	2014	2015	2016	2017	2018
– Salary AO6	\$103,823						
– Non salary costs	\$1,800						
<b>Total for TTP</b>	<b>\$105,623</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>

Evaluation of trial	2012	2013	2014	2015	2016	2017	2018
– Trial of employment-based pathway				\$200,000	\$200,000		
<b>Total for evaluation</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$ –</b>	<b>\$200,000</b>	<b>\$200,000</b>	<b>\$ –</b>	<b>\$ –</b>

### Production of online information resources

	2012	2013	2014	2015	2016	2017	2018
Production of podcasts							
– Parent partnerships	\$10,000	\$10,000	\$10,000	\$10,000			
– Rural/remote communities	\$10,000	\$10,000	\$10,000	\$10,000			
– Other (culturally diverse communities)	\$5,000	\$5,000	\$5,000	\$5,000			
Upload to QCT website	\$ –	\$ –	\$ –	\$ –			
<b>Total</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$25,000</b>			

Camera crew goes to a location (school) and takes footage suitable for 10 to 15 minute podcasts on relevant topics.  
Five podcasts per year for four years.



<b>Communication Strategy:</b>							
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Costs to be absorbed through CCM or through Flying Start	\$ -	\$ -					
Public Media Campaign:							
–Advertising (radio/TV/press)	\$ -	\$ -					
<b>Total</b>	<b>\$ -</b>	<b>\$ -</b>					

# Run in 2012 and 2013

## Appendix D

### Overview of taskforce proposals in relation to the 41 referred review recommendations and STEM proposals

#### Taskforce proposals

##### Pathways into the profession

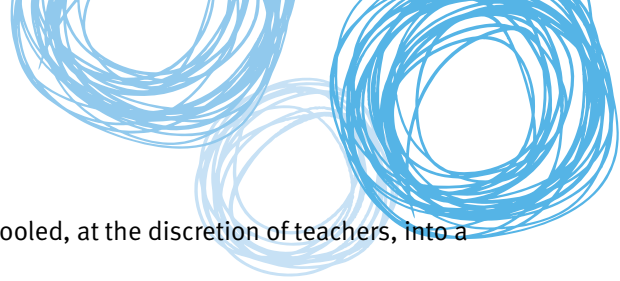
- E1. Intake process into teacher education programs to take into consideration future workforce planning where employers determine the number of practicum places to be made available by systems and schools based on available capacity for a quality placement and estimated employment demand. TEIs informed annually of the number of practicum places available for following years.
- E2. A subset of the total number of practicum places will provide an enhanced practicum each involving a leading practitioner specially trained as a clinical mentor. TEIs informed annually of the number of enhanced practicum places available for following years.
- E3. Selection for an enhanced practicum will be based on a range of filters including academic achievement, previous practicum assessments and a 'running record' of essential theoretical knowledge and associated demonstrated clinical skills.
- E4. For the final practicum, an enhanced practicum will be followed by an internship where possible. Those who have successfully completed an enhanced final practicum (and internship where offered) will be given preference for an interview of employment, and if employed preference for selection into the enhanced induction program.
- E5. An enhanced induction program will involve access to a specially trained leading practitioner to provide clinical mentoring during the inductees first year.
- E6. Systems and stakeholders to develop online induction resources with key messages about structures, system's culture and expectations (e.g. podcasts).

##### Quality of Pre-Service Teacher Education Programs

- Q1. Pool of leading practitioners identified to provide clinical advice into TEI's teacher education programs.
- Q2. Specialised training of nominees on QCT program approval panels and internal reviews of teacher education programs.
- Q3. Running record of essential demonstrable clinical skills updated by pre-service teachers and verified by institutions.
- Q4. Collaborative moderation processes developed across TEIs to ensure consistency of assessment judgments based on authentic assessment principles.
- Q5. Common practicum report format to assist schools in reporting on pre-service teachers from different TEI programs.
- Q6. Incorporation of AITSL initiatives.
- Q7. Graduate entry course increased to two years or the full-time equivalent.

##### Overall Quality of the Profession

- O1. Systems incentives (salary plus other) to encourage completion of Masters after a period of teaching experience (minimum one year).

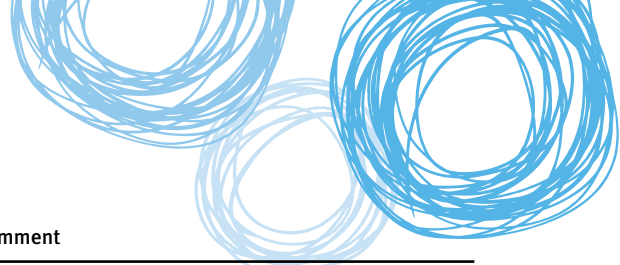


- O2. Current payment of supervising teachers to be optionally pooled, at the discretion of teachers, into a professional development fund for use at the school level.
- O3. TEIs to offer incentives to mentor teachers to assist with their training or professional development towards a higher degree.
- O4. Develop a public communication strategy.

**Cross reference of referred review recommendations to taskforce proposals**

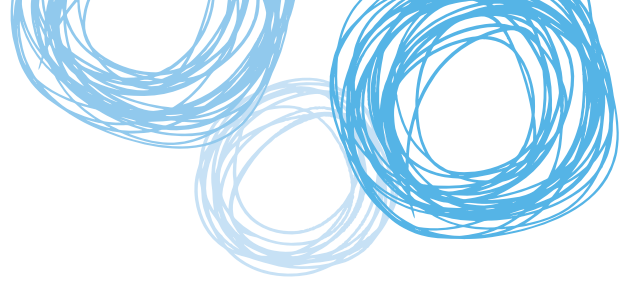
Recommendation	Proposed action	Comment
<b>Quality of ENTRY</b>		
That direct entry to a bachelor of education degree or double/combined degree on the basis of an OP score require a score of 12 or better. In exceptional circumstances a lower OP score may be accepted on the basis of demonstrated capacity/potential, including interviews and in some instances performance (in music, for example).	E1, E2	Number of places limited by number of practicums. TEI still able to offer courses but only some graduates would qualify for teacher registration. Number of practicums determined by employment demands e.g. ECE, Primary, Middle, Secondary – STEM.
That an OP score at the appropriate level should be mandatory for entry into an Early Childhood course.	E1, E2	Number of places limited by number of practicums. TEI still able to offer courses but only some graduates would qualify for teacher registration. Number of practicums determined by employment demands e.g. ECE, Primary, Middle, Secondary – STEM.
STEM – 3 – Entry into a bachelor of education degree or double/combined degree be on the basis of an OP score of 12 or better. In exceptional circumstances a lower OP score may be accepted on the basis of demonstrated capacity/potential, including interviews and in some instances performance (e.g. QCE results in STEM subjects).	E1, E2	Number of places limited by number of practicums. TEI still able to offer courses but only some graduates would qualify for teacher registration. Number of practicums determined by employment demands e.g. ECE, Primary, Middle, Secondary – STEM.
That selection processes should include an interview to assess the applicants' mastery of oral communication.	E1, E2	Filters applied when practicum placements are decided.
That all students will have successfully completed in their studies for the Queensland Certificate of Education at least one subject in each of English, mathematics and science, with an exception for science in the case of those who plan to teach non-science subjects at the Secondary level.	E1, E2	Will be implemented beginning in 2016.
STEM – 5 – All students will have successfully completed in their studies for the Queensland Certificate of Education at least one subject in each of English, mathematics and science, with an exception for science in the case of those who plan to teach non-science subjects at the Secondary level.	E1, E2	As above.
<b>Quality of PROGRAMS AND PARTNERSHIPS</b>		
That teacher education institutions should offer substantial, compulsory units or subjects that deal with behaviour management spaced logically for the duration of the pre-service program.	E3	Part of the essential demonstrated clinical skills linked to theory in the running record.
That all students have experience in partner schools that enable them to gain skill in dealing with a range of behavioural issues.	E3	As above.
Given the specialised nature of the practicum, that explicit instruction and practice should take place in teaching pre-service teachers the skills of reflective observation and differentiating the curriculum to cater for children with special needs.	E3	As above.

Recommendation	Proposed action	Comment
That all pre-service teachers experience one practicum focussing on students with special needs.	E3	As above.
That all students have experience, including experience in partner schools, of highly effective practice in reporting to and otherwise engaging with parents and the wider community.	E3, E4, E5	As above. Pre-service teachers selected for enhanced practicum and enhanced induction will receive clinical supervision on this matter.
That preservice teachers should be provided with specific information on the diversity of schools and parental engagement with schools that they will encounter during their careers.	E6	Information provided as online resources developed by systems and stakeholders.
That part of the practicum should involve opportunities for pre-service teachers to observe or experience a range of examples of engagement with parents and carers.	E3, E4, E5	As above. Pre-service teachers selected for enhanced practicum and enhanced induction will receive intensive clinical supervision on this matter.
That all students preparing to teach in primary schools undertake studies in evidence-based approaches to teaching literacy and numeracy that give substantial weight to explicit teaching	E3, E4, E5	As above. Pre-service teachers selected for enhanced practicum and enhanced induction will receive intensive clinical supervision on this matter.
STEM – 6 – All students preparing to teach in Primary schools undertake studies in evidence-based approaches to teaching literacy and numeracy that give substantial weight to explicit teaching.	E3, E4, E5	Linked to practicums and induction for potential STEM graduates.
That a broad rather than narrow view should be taken of behaviour management to ensure that related knowledge, understanding and skill in relation to assessment and support of all pre-service teachers are addressed, including those pre-service teachers with special educational needs.	E3, E4, E5	As above. Pre-service teachers selected for enhanced practicum and enhanced induction will receive clinical supervision on this matter.
That partnerships between teacher education institutions and schools extend to research and professional development.	O3	Not specifically addressed by taskforce. However, strengthening of TEI – School partnerships will promote opportunities for mentor teachers to undertake research and higher degree studies.
That every teacher education institution that offers pre-service teacher education have a partnership with one or more schools that are the education equivalent of teaching hospitals.		Not specifically addressed by taskforce. Could develop from expansion of Teacher Education Centre of Excellence or relationships based on enhanced practicums and induction.
STEM – 4 – Every university that offers pre-service teacher education have a partnership with one or more schools that are the education equivalent of teaching hospitals and partnerships between universities and schools extend to research and professional development.		As above.
That explicit instruction and practice in an accepted approach to clinical observation should be compulsory in the pre-service program. An example of this is ‘classroom profiling’ which is a detailed, recorded snapshot of what happens in a classroom followed by a reflection session between the teacher and profiler. The aim is to help the teacher increase his/her repertoire of classroom management skills.	E3	Addressed in essential clinical skills or common practicum report.
That staff in partner schools be exemplary teachers who receive special training for their roles.	E2, E3, E4, E5	School staff working in enhanced practicums or induction programs selected on the basis of exemplary practice and specially trained.
That mentors be exemplary teachers who receive special certificated training for their roles.	E2, E3, E4, E5	School staff working in enhanced practicums or induction programs selected on the basis of exemplary practice and specially trained.
That teacher education institutions staff who work in partnerships be engaged in ‘clinical practice’ in an educational counterpart to the way some academics in the field of medicine are engaged in private practice including research in some instances.		Not specifically addressed by taskforce proposals but could occur through enhanced practicums/ internships/induction.
That teacher education institutions should engage more school personnel to provide advice and insights to pre-service teachers on positive parental engagement.	Q1	Pool of selected clinicians to provide this advice.



Recommendation	Proposed action	Comment
That teachers entering the profession have a reduced teaching load of no more than 0.8 for at least the first year of their employment.		Agreed to in principle by taskforce. Cost is estimated at over \$30m per annum and considered prohibitive. Alternative is to provide release time for clinical supervision by mentor, proposed at 2.5 hrs/wk per inductee with a maximum of 2 inductees per clinical mentor.
That teachers entering the profession have at least one trained mentor for the first year of their employment. Mentors should have a reduced class allocation to enable them to work with those they are mentoring.	E5	Enhanced induction undertaken as a trial with expansion to all beginning teachers if successful.
That teacher education institutions should develop strategies to share resources and course offerings so that there can continue to be training for teachers in low incidence and other specialised areas of special needs.	E6	Sharing of resources could be included as part of systems support via online resources.
That, in the interests of avoiding confusion or 'opt-out', employing authorities should give a firm policy direction as to the place and future of Middle Schooling in their jurisdictions.	E1, E2	Taskforce agreed that TEIs need direction to inform 'branding' of courses – indications could also be reflected in practicum places and enhanced practicums based on employment demands (e.g. ECE, Primary, Middle, Secondary, STEM).
That schools should specifically address Middle Schooling during the practicum to support the theoretical knowledge pre-service teachers are gaining at teacher education institutions.	E1, E2, E3	Reflected in practicum places and enhanced practicums based on employment demands (e.g. ECE, Primary, Middle, Secondary, STEM).
That, as team building, group work and associated skills are essential elements of successful Middle School teaching, pre-service teachers who undertake courses or subjects in Middle Schooling should be given specific instruction in these topics.	E1, E2, E3	Reflected in practicum places and enhanced practicums based on employment demands (e.g. ECE, Primary, Middle, Secondary, STEM).
That teacher education institutions should be encouraged to develop partnerships with schools that have a demonstrated commitment to the Middle Schooling philosophy.	E1, E2, E3	Reflected in practicum places and enhanced practicums based on employment demands (e.g. ECE, Primary, Middle, Secondary, STEM).
That all students preparing to teach in Primary schools undertake at least one discipline-based study in another faculty or school.		Not addressed by taskforce due to issues raised by universities concerning staff contact time. Left to the discretion of TEI.
STEM – 7 – All students preparing to teach in Primary schools undertake at least one discipline-based study in another faculty or school.		As above. Not addressed by taskforce due to issues raised by universities concerning staff contact time. Left to the discretion of TEI.
That all students preparing to teach in Secondary schools undertake discipline-based studies in faculties or schools other than faculties or schools of education.		As above. Not addressed by taskforce due to issues raised by universities concerning staff contact time. Left to the discretion of TEI.
STEM – 8 – All students preparing to teach in Secondary schools undertake discipline-based studies in faculties or schools other than faculties or schools of education.		As above. Not addressed by taskforce due to issues raised by universities concerning staff contact time. Left to the discretion of TEI.
That music and performance should continue to be explicitly taught as a mandatory part of an Early Childhood course.	E1, E2, E3	Addressed through essential demonstrated clinical skills, practicums and induction for ECE teachers.
That induction at university should cater specifically for those who might become directors of multi-disciplinary centres.		Not addressed by taskforce due to management issues raised by universities. Left to discretion of TEI.
That systemic acceptance of the range of special needs and the necessity to fund these should be encouraged.		Not addressed by taskforce. Left to discretion of systems.
<b>Quality of PROGRAM OUTCOMES</b>		
That the portfolio approach yielding evidence of pre-service teachers having the capacity to practise in a manner consistent with each of the 10 professional standards is endorsed, and should be extended and moderated across all universities and courses.	E3, Q4, Q5	Deans meeting early 2012 to plan and develop collaborative moderation processes.
That accreditation panels should examine portfolios of a sample of low and high performing pre-service teachers to confirm assessments by teacher training institutions.		Not addressed specifically by taskforce. Left to discretion of QCT and possible alignment with AITSL requirements and development of moderation processes by QDEF as above.
That evidence in portfolios of a sample of pre-service teachers should be augmented by real-life demonstrations of the capacities that have been claimed.	E3	Addressed through 'running record'. Left to discretion of QCT and possible alignment with AITSL requirements and development of moderation processes by QDEF as above.

Recommendation	Proposed action	Comment
That an outcome of explicit teaching of behaviour management skills should be the formation of a personal framework that the pre-service teacher develops at the teacher education institutions, puts into practice during each practicum, reflects on during subsequent field experience and lectures/tutorials, and develops further in an induction program.	E1, E2, E3, E4, E5, Q4, Q5	Tracking tool to enable the recording of the development of a personal framework across the preparation and induction phases.
That QCT should establish accreditation panels in different phases of the accreditation cycle.		Not addressed by taskforce. Left to discretion of QCT and possible alignment with AITSL requirements.
That accreditation panels should include at least one member from a professional field other than teacher education that has experience in the panel approach to accreditation.		Not addressed by taskforce. Left to discretion of QCT and possible alignment with AITSL requirements.
That from a date to be determined, teaching be recognised as a graduate profession and that registration for beginning teachers be conditional on completion of a five-year program of pre-service education and two years of a formal induction program.		Endorsed in-principle by taskforce but alternatives for improving the quality of existing courses and more rigorous selection processes preferred.
That five-year programs for pre-service teacher education generally be of two kinds, either (1) a bachelor's degree followed by two years of a master of teaching or equivalent degree or (2) a double degree that combines studies in particular disciplines and studies in education leading to a bachelor's and masters degree.		Endorsed in-principle by taskforce but preference is to improve the quality of existing programs with graduate programs expanded to 2-year full-time equivalent. Incentives for higher degree qualifications encouraged by taskforce but not as a pre-service qualification.
STEM – 1 – Teaching is recognised as a graduate profession and that registration for beginning teachers be conditional on completion of a five-year program of pre-service education and two years of a formal induction program.		Endorsed in-principle by taskforce but preference is to improve the quality of existing programs with graduate programs expanded to 2-year full-time equivalent. Incentives for higher degree qualifications encouraged by taskforce but not as a pre-service qualification.
STEM – 2 – Supports the notion that five-year programs for pre-service teacher education generally be of two kinds, either (1) a bachelor's degree followed by two years of a post graduate study in teaching or equivalent degree or (2) a double degree that combines studies in particular disciplines and studies in education.		Endorsed in-principle by taskforce but preference is to improve the quality of existing programs with graduate programs expanded to 2-year full-time equivalent. Incentives for higher degree qualifications encouraged by taskforce but not as a pre-service qualification.
That the number of degrees currently offered by universities in Queensland be reduced so that, as far as possible, there is a single degree in teaching with particular strands of study in specific fields such as Early Childhood Education, Primary, Middle Schooling, Secondary and Special Education.	E1	Setting the number of practicum places available will restrict the number of graduates who can gain teacher registration. Allocating practicum places on the basis of employment demands will address priorities for specialisation.

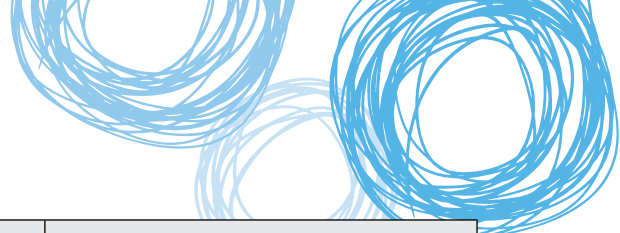


## Appendix E

### Summary of progress on implementation of 24 review recommendations for immediate adoption

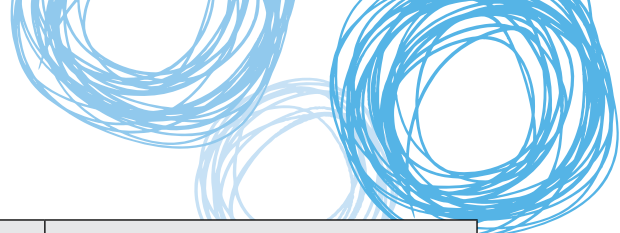
RECOMMENDATION	QCT / TEI RESPONSES	DET RESPONSES
<b>Indigenous Education</b>		
That pre-service programs for all students include a subject or part of a subject that reflects the English as a Second Language (ESL) dimension of work in settings where there are Indigenous students (those who are preparing to teach in settings where most students are Indigenous should complete a strand of studies that includes such a dimension).	<p><b>QCT (B Ed)</b> – Considered within subjects examining Indigenous cultural studies. The link to the intent of the recommendation in some cases was tenuous.</p> <p><b>QCT (Gd Dip)</b> – Further work on the ESL dimension is required across a number of Graduate Diplomas</p>	N/A
That schools, during the practicum, should explicitly assist pre-service teachers in developing a comprehensive understanding of cultural awareness and cultural sensitivity, with the assistance of the local Indigenous community.	N/A	<p><b>DET – Current initiatives –</b></p> <ul style="list-style-type: none"> <li>Diversity team cultural awareness training and online 'Embedding Aboriginal and Torres Strait Islander Perspectives' modules</li> <li>ISSU professional development for teachers</li> <li>Flying Start Induction Toolkit</li> <li>Return to Teach online course</li> <li>Aspiring, Beginning and Establishing Teachers Community</li> <li>Learning place – One Channel live programs</li> </ul> <p><b>DET – Possible initiatives –</b></p> <ul style="list-style-type: none"> <li>Allow pre-service teaches access to cultural awareness modules</li> <li>Adjustment of in-service training/ development of pre-service teacher cultural awareness modules which can be accessed during practicums</li> <li>Information sessions for higher education institution academic staff to promote the cultural awareness training</li> <li>Encourage more practicums in Indigenous school setting – schools taking more, TEIs encouraging more pre-service teachers</li> <li>Incorporate DET-specific cultural awareness training into programs delivered through Teacher Education Centres of Excellence</li> </ul>

RECOMMENDATION	QCT / TEI RESPONSES	DET RESPONSES
<p>That all pre-service teachers should have a comprehensive understanding of strategies around identification of and support for teachers for whom English is a second language.</p>	<p><b>QCT (B Ed)</b> – Subjects on Indigenous cultural studies, literacy and diversity were used to evidence this recommendation.</p> <p>In many instances the focus was on support for Indigenous students rather than the wider group of ESL students.</p> <p>Some subjects used to evidence this recommendation would need adjustment to demonstrate a ‘comprehensive’ understanding.</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – Two TEIs acknowledged meeting these two Indigenous Education recommendations is not possible within the current one year graduate program.</p> <p>The other TEIs referred to one element of a subject or an elected assessment task suggesting the strategies are not covered ‘comprehensively’.</p>	<p>N/A</p>
<p>That employing authorities should continue to offer comprehensive induction programs for beginning teachers located in Indigenous communities.</p>	<p>N/A</p>	<p><b>DET – Current initiatives –</b></p> <ul style="list-style-type: none"> <li>Flying Start Induction Toolkit</li> <li>Partners for Success Induction program</li> <li>National Partnership Schools Induction program</li> <li>RATEP</li> <li>Teacher Education Centres of Excellence</li> <li>Professional Development Bulletin</li> <li>Developing Performance Framework</li> <li>Aspiring, Beginning and Establishing Teachers Community</li> <li>Learning place – One Channel live programs</li> <li>Indigenous Lighthouse Grants</li> </ul> <p><b>DET – Possible initiatives –</b></p> <ul style="list-style-type: none"> <li>Implementation of new DET Induction resources for schools and teachers to include focus on teacher-parent engagement.</li> <li>Provide some access to relevant induction sessions/content to non-state school teachers through DET Induction website.</li> <li>Pilot models of pre-induction and induction through the Teacher Education Centres of Excellence</li> </ul>
<p>That induction should be supported as a continuing program, not a one-off engagement.</p>	<p>N/A</p>	<p>As above</p>



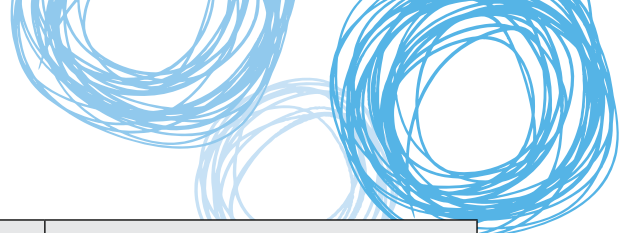
RECOMMENDATION	QCT / TEI RESPONSES	DET RESPONSES
<p>That principals, universities and employing authorities should make explicit the value afforded to beginning teachers by Indigenous teacher aides, especially in terms of teacher education institutions facilitative capacities in promoting links with the community.</p>	<p><b>QCT (B Ed)</b> – Subjects on Indigenous cultural studies were stated as contributing to meeting this recommendation; however how the content is explicitly covered or even linked to the subject was rarely explained.</p> <p><b>QCT (Gd Dip)</b> – As explained for the Bachelor programs.</p>	<p><b>DET – Current initiatives –</b></p> <p>Proud, skilled and ready to lead program</p> <p>Stronger, smarter program</p> <p>Remote Area Teacher Education Program (RATEP)</p> <p><b>DET – Possible initiatives –</b></p> <p>Enhance DET Induction resources for schools to include focus on ensuring principals support beginning teachers to understand the role and value of Indigenous education workers in their school community</p>
<p>That beginning teachers should be assisted, through the induction process, to understand the sensitivities in developing positive parental engagement with the Indigenous community.</p>	<p>N/A</p>	<p><b>DET – Current initiatives –</b></p> <p>Flying Start Induction Toolkit</p> <p>Partners for Success Induction program</p> <p>National Partnership Schools Induction program</p> <p>RATEP</p> <p>Teacher Education Centres of Excellence</p> <p>Professional Development Bulletin</p> <p>Developing Performance Framework</p> <p>Aspiring, Beginning and Establishing Teachers Community</p> <p>Learning place – One Channel live programs</p> <p>Indigenous Lighthouse Grants</p> <p><b>DET – Possible initiatives –</b></p> <p>Implementation of new DET Induction resources for schools and teachers to include focus on teacher-parent engagement.</p> <p>Provide some access to relevant induction sessions/content to non-state school teachers through DET Induction website</p> <p>Pilot models of pre-induction and induction through the Teacher Education Centres of Excellence</p>

RECOMMENDATION	QCT / TEI RESPONSES	DET RESPONSES
<b>Special Needs</b>		
<p>That all students undertake at least two subjects that build capacity to assess well and act on basis of assessment to diagnose learning needs, determine appropriate student support and in a variety of ways ensure learning is personalised for all students.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – offered multiple subjects (e.g. diversity, teaching and learning strategies, curriculum subjects and some specialist assessment subjects).</p> <p>Further analysis is required to examine the TEIs' claims.</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – Two TEIs acknowledged it was difficult to include two discrete subjects in a one year program.</p> <p>One TEI provided two subjects to meet this recommendation; however one of these subjects was used to evidence five of the recommendations indicating further analysis is required.</p>	<p><b>DET – Current initiatives –</b></p> <p>Flying Start Induction Toolkit</p> <p>Teacher Education Centre of Excellence (Aspley)</p> <p>Liaison with Qld Consortium for Professional Experience in Pre-service Teacher Education</p> <p><b>DET – Possible initiatives –</b></p> <p>Require all graduate applicants to demonstrate the capacity to address the learning needs of students with special needs.</p> <p>Ensure all Teacher Education Centres of Excellence provide opportunities for pre-service teachers to engage with students with special needs.</p> <p>Work with higher education to ensure practicum expectations include engagement with students with special needs.</p> <p>Development of a Universal Practicum report including working with students with special needs.</p>
<p>That all pre-service students undertake at least two subjects that build capacity to work with students who have special educational needs or who, for whatever reason, fall behind and need special support to catch up. It is understood that those students preparing to teach in the field generally known as special education will undertake a strand of related studies as part of teacher education degrees.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – As above.</p> <p>One TEI made the additional comment that 'Staff re-alignment and/or new appointments will be required.'</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – QCT – Curriculum and diversity subjects were provided as evidence. One TEI recognised that an additional subject on diversity and supporting students' needs would be beneficial.</p>	<p><b>DET – Current initiatives –</b></p> <p>As above</p> <p><b>DET – Possible initiatives –</b></p> <p>As above.</p>
<p>That opportunities should be developed in the practicum to assist pre-service teachers in identification of children with special needs and adjustments they would propose.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – In general, the TEIs referred to students' experiences during practicum as evidence. A few TEIs provided further details in terms of plans or profiles and may link practicum to a subject.</p> <p>However, strong evidence of how the TEIs currently meet this recommendation was not generally provided.</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – As explained for the Bachelor programs.</p>	<p><b>DET – Current initiatives –</b></p> <p>As above.</p> <p><b>DET – Possible initiatives –</b></p> <p>As above.</p>



RECOMMENDATION	QCT / TEI RESPONSES	DET RESPONSES
<b>Behaviour management</b>		
That one or more professional standards should be developed that explicitly refer to capacity in behaviour management.	N/A	N/A
That existing behaviour management packages and resources should be made available to all schools along with professional development on their use.	N/A	<p><b>DET – Current initiatives –</b></p> <p>Learning Place professional community ‘School-wide positive behaviour support’ Teacher Education Centre of Excellence Professional Development Bulletin</p> <p><b>DET – Possible initiatives –</b></p> <p>Provide preservice teachers sessions on/ access to Behaviour Support Teams Information sessions for Higher Education Institution Academic staff to promote availability of relevant training and resources Strengthen DET behaviour management policy and procedures in programs delivered for pre-service teachers and existing staff through the Teacher Education Centres of Excellence</p>
That further research should be undertaken to determine the efficacy of different packages currently on offer or subsequently developed.	N/A	<p><b>DET – Current initiatives –</b></p> <p>N/A</p> <p><b>DET – Possible initiatives –</b> Undertake a desktop audit of recent and current research projects being undertaken in regards to behaviour management</p>
<b>Early Childhood Education</b>		
That, given the importance of reading in early childhood teaching, specific measures should be implemented to ensure pre-service teachers have appropriate skills in this respect.	<p><b>QCT (B Ed) &amp; TEIs –</b> Generally, multiple subjects such as literacy and English curriculum were outlined. The details provided by each TEI varied, however, in terms of how the subject content addressed reading.</p> <p>In addition to English and literacy subjects, one TEI acknowledged the capacity to build reading strategies for early years into a curriculum subject.</p> <p><b>QCT (Gd Dip) &amp; TEIs –</b> Fewer subjects are offered within Graduate Diploma programs for development of reading strategies. For example, in the case of one TEI a single English curriculum subject is included to address the English/literacy area.</p>	N/A

RECOMMENDATION	QCT / TEI RESPONSES	DET RESPONSES
<p>That the play-based curriculum should be given a priority in pre-service programs and the practicum to ensure that all beginning teachers can demonstrate an understanding and application of it, given the body of evidence in support of it as an appropriate strategy.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – Most TEIs outlined that a ‘play-based philosophy’ underpins their early years program, with many subjects addressing the recommendation.</p> <p>Two TEIs acknowledged that implementing the play-based philosophy could be added as a priority in their Primary program.</p> <p>One TEI only examines play-based curriculum in an Arts curriculum subject in their Primary program.</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – As explained for the Bachelor programs.</p>	<p><b>DET – Current initiatives –</b></p> <p>Kindy – Beyond the Range Professional Experience Grants</p> <p>Teacher Education Centres of Excellence</p> <p>Encouraging TEIs to facilitate greater opportunities for professional experience to be undertaken in early years settings</p> <p>Liaison with Qld Consortium for Professional Experience in Pre-service Teacher Education</p> <p><b>DET – Possible initiatives –</b></p> <p>DET’s position on the role of play in the ECE is that play is a pedagogy to deliver the curriculum, not the curriculum itself. Encourage more practicums in kindergarten programs</p> <p>TEIs encouraging more pre-service teachers</p> <p>Information sessions for Higher Education Institution Academic staff to promote availability of relevant training and resources</p> <p>Require all graduate applicants to demonstrate the capacity to develop and implement effective behaviour management strategies</p>
<p>That explicit instruction should be provided at teacher education institutions and during practicum in developing behaviour management strategies that are specifically appropriate to young children.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – TEIs cover through either the practicum and/or teaching and learning subjects. Further analysis of the content, outcomes and assessment of these subjects is required.</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – One TEI recognised that further work should be completed in this area with regards to advice provided to schools on specific areas of knowledge.</p>	<p><b>DET – Current initiatives –</b></p> <p>As above</p> <p><b>DET – Possible initiatives –</b></p> <p>As above</p>
<p><b>Parental engagement</b></p>		
<p>That the practicum should provide opportunities for pre-service teachers to develop strategies relevant to positive parental engagement.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – Responses suggested the intent of the recommendation is met through practicum based subjects or is the responsibility of the school.</p> <p>One TEI suggested the recommendation raises social justice issues and requires significant support from schools, many of whom do not wish for pre-service teachers to actively engage with parents.</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – As explained for the Bachelor programs.</p>	<p><b>DET – Current initiatives –</b></p> <p>Beyond the Range Professional Experience Grants</p> <p>Teacher Education Centres of Excellence</p> <p>Liaison with Qld Consortium for Professional Experience in Pre-service Teacher Education</p> <p>Teacher Education Centres of Excellence</p> <p>Liaison with Qld Consortium for Professional Experience in Pre-service Teacher Education</p> <p><b>DET – Possible initiatives –</b></p> <p>Encourage all state schools and kindergarten services to provide professional experience placements for pre-service teachers</p> <p>Require all graduate applicants to demonstrate the capacity to engage positively with parents, caregivers and broader school community</p> <p>Universal practicum report to include reference to working with parents and community members</p>



RECOMMENDATION	QCT / TEI RESPONSES	DET RESPONSES
<p>That pre-service education, both at tertiary education institutions and during practicum, should include specific instruction in relevant strategies such as relationship building, conflict resolution, non-violent crisis intervention, pastoral care and communication strategies.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – The TEIs seemed to cover this recommendation through practicum based and core subjects. Some of the core subjects used to evidence this recommendation, however, are the same ones used to demonstrate meeting other recommendations.</p> <p>Further analysis of the content, outcomes and assessment of these subjects is required</p> <p>One TEI recognised that pastoral care and crisis intervention areas should be developed.</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – As explained for the Bachelor programs.</p>	<p><b>DET – Current initiatives</b> –</p> <p>As above</p> <p><b>DET – Possible initiatives</b> –</p> <p>As above</p>
<p>That the particular issues surrounding positive engagement with, and support for, parents and carers in small communities or in a distance education environment should be given specific attention in pre-service education courses and school induction.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – Responses varied. Three TEIs recognised that further work in this area could be developed whilst a few TEIs believed that an emphasis should be on regional and remote schools providing an appropriate induction.</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – As explained for the Bachelor programs.</p>	<p><b>DET – Current initiatives</b> –</p> <p>Flying Start Induction Toolkit</p> <p>Partners for Success Induction program</p> <p>National Partnership Schools Induction program</p> <p>Teacher Education Centres of Excellence</p> <p>Beyond the Range program</p> <p>Kindy Beyond the Range program</p> <p><b>DET – Possible initiatives</b> –</p> <p>Enhance DET Induction strategy resources for schools and teachers to include focus on teacher-parent engagement.</p> <p>Require all graduate applicants to demonstrate the capacity to engage positively with parents, caregivers and broader school community</p> <p>Enhance DET Induction strategy resources for schools and teachers to include focus on cultural awareness</p>
<p>That pre-service education and school induction should include specific instruction on cultural awareness and cultural sensitivities.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – Some of the subjects suggested as contributing to meeting this area appeared to have an Indigenous focus rather than a broader cultural scope. Two TEIs recognised they fell short in covering this area.</p> <p><b>QCT (Gd Dip)</b> – As explained for the Bachelor programs.</p>	<p><b>DET – Current initiatives</b> –</p> <p>As above</p> <p><b>DET – Possible initiatives</b> –</p> <p>As above</p>
<p>That pre-service education and school induction should include specific instruction on the nature, structure and powers of different parent organisations that operate in schools.</p>	<p><b>QCT (B Ed) &amp; TEIs</b> – Whilst there are three exceptions, this recommendation is largely considered by the TEIs as not currently being met.</p> <p><b>QCT (Gd Dip) &amp; TEIs</b> – As explained for the Bachelor programs.</p>	<p><b>DET – Current Initiatives</b> –</p> <p>As above</p> <p><b>DET – Possible Initiatives</b> –</p> <p>As above</p>

RECOMMENDATION	QCT / TEI RESPONSES	DET RESPONSES
<b>Professional standards</b>		
That professional teaching standards be reviewed to ensure they are expressed in parsimonious lists that are jargon-free and capable of reliable evidence based assessment.	QCT – Commissioned a research project to investigate best practice in evidenced-based assessment in pre-service teacher education.	N/A
That a requirement for accreditation of pre-service programs should be the capacity of teacher education institutions to furnish evidence that pre-service teacher's who pass related subjects and field experience will have demonstrated capacity to achieve professional standards.	<p>QCT (B Ed) &amp; TEIs – Through the approval process, the TEIs collectively feel they address the professional standards in both subject work and assessment.</p> <p>QCT (Gd Dip) &amp; TEIs – As explained for the Bachelor programs.</p>	<p>DET – Current initiatives –</p> <p>Teacher Education Centres of Excellence</p> <p>Liaison with Qld Consortium for Professional Experience in Pre-service Teacher Education</p> <p>DET – Possible initiatives –</p> <p>Encourage TEI's to clearly articulate existing mechanisms for dealing with unsatisfactory performance of pre-service teachers in documentation for schools and supervising teachers</p> <p>Investigate teachers' views regarding pre-service teacher supervision</p>
That unsatisfactory performance should be managed appropriately as soon as possible during the course or the practicum.	<p>QCT (B Ed) &amp; TEIs – All of the TEIs explained their 'at risk' process with varying degrees of detail. It suggests this recommendation is currently being met by the TEIs.</p> <p>QCT (Gd Dip) &amp; TEIs – As explained for the Bachelor programs.</p>	<p>DET – Current initiatives –</p> <p>As above</p> <p>DET – Possible initiatives –</p> <p>As above</p>

